



Washington State Board of Education

**Second Annual Report
on the Status of the
Certificate of Mastery
Study Committee**

Presented to the
House and Senate Education Committees

by

Roberta "Bobbie" May, President
State Board of Education

January 16, 2002

DATE: January 16, 2002

TO: Members, House Education Committee
Members, Senate Education Committee

FROM: Roberta "Bobbie" May, President
State Board of Education

RE: 2nd Annual Report on the Status of the Certificate of Mastery Study
Committee of the State Board of Education

I am pleased to present this second annual report to the legislative education committees on the work to date and the work ahead of the State Board of Education's Certificate of Mastery (COM) Study Committee. This report is a self-imposed requirement under State Board rule adopted in January 2000.

The work effort of the committee continues to be a vital component of the state's ongoing education reform effort. The work is substantive, tough, challenging, and worthy of continued support. This report is one means by which the State Board of Education is keeping the Legislature informed of the progress of the committee.

If you have questions or need additional information, please do not hesitate to contact me or Larry Davis, the State Board's Executive Director, at (360) 725-6025, (360)-586-2357 (FAX), or "ldavis@ospi.wednet.edu".

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BACKGROUND

In 1993, the Legislature passed the Improvement of Student Achievement Act. The law states, in part:

“After a determination is made by the state board of education that the high school assessment system has been implemented and that it is sufficiently reliable and valid, successful completion of the high school assessment shall lead to a certificate of mastery. The certificate of mastery shall be obtained by most students at about the age of sixteen, and is evidence that the student has successfully mastered the essential academic learning requirements during his or her educational career. The certificate of mastery shall be required for graduation but shall not be the only requirement for graduation.”

RCW 28A.655.060(3)(c)

In 1997, the Commission on Student Learning submitted to the legislative education committees a report, Recommendations on the Washington Certificate of Mastery (developed by the Commission’s Certificate of Mastery Ad Hoc Committee). The report recommended formal implementation of the Certificate of Mastery (COM) beginning with the graduating Class of 2006. (Copies available upon request to the State Board of Education office.)

In 1999, legislation was introduced that would have established in law that the COM be formally required for graduation beginning with the graduating Class of 2008. The bill did not pass. As a result of dialogue with key legislators, the State Board indicated that it could and would use its rule-making authority to set a target effective date for the Certificate of Mastery.

In January 2000, the State Board of Education enacted a new rule establishing 2008 as the target graduating class that will have to possess the COM in order to graduate, in addition to satisfying all other state and local graduation requirements (**Attachment A**, WAC 180-51-063). At the same time the Board created the COM Study Committee (**Attachment B**, WAC 180-51-064; **Attachment C**, membership).

The COM Committee members were appointed by then State Board President Linda Carpenter in late May 2000. State Board member Gary Gainer was appointed as the committee chair.

Committee Mission

Examine and make recommendations to the State Board of Education on validity and reliability issues and conduct a review and analysis of the requirement that students obtain a certificate (of mastery) as a condition for high school graduation.

Committee Work Goals

1. Make a recommendation to the State Board of Education about the validity and reliability of the secondary Washington Assessment of Student Learning (WASL).
2. Make recommendations to the State Board of Education regarding an evaluation of the readiness of the system to support the secondary WASL as a graduation requirement.
3. Make recommendations to the State Board of Education regarding what to do for students who do not and cannot pass the secondary WASL.

Committee Timeline

The committee's target date for making recommendations to the State Board of Education is April/May 2002. The final date for submitting recommendations to the State Board is May 2003. The State Board has set an outward date of not later than mid-2004 to make its declaratory determination.

LOOKING AHEAD: 2002

The State Board's commitment to its statutory charge continues to be that the COM Study Committee will conduct a responsible study that is thorough in nature.

Committee Work Goal #1: Make a recommendation to the State Board of Education about the validity and reliability of the secondary Washington Assessment of Student Learning (WASL).

The COM Study Committee will review data and analyses prepared by the State Superintendent's assessment staff, as well as the WASL national Technical Advisory Committee, relating to the technical validity and reliability of the high school WASL.

Committee Work Goal #2: Make recommendations to the State Board of Education regarding an evaluation of the readiness of the system to support the secondary WASL as a graduation requirement.

The State Board is grateful to the Legislature for the \$100,000 in the 2001-03 operating budget to support the work of the COM Study Committee. As a result, the committee's work effort has shifted into a more substantive phase.

In October 2001, the State Board entered into a contract with Educational Service District No. 101 (Spokane) to support the work of the committee. ESD 101 has in turn hired Mr. Geoff Praeger to carry out the work identified in the contract (**Attachment D**). Mr. Praeger is recently retired after thirty years in the assessment field at the school district level.

The heart of Mr. Praeger's work will be the development of a process that can be used over time to collect data and evidence relating to the readiness of the K-12 system to provide all students the opportunity to learn they need before taking the high school WASL. "Work-in-Progress" information about Mr. Praeger's approach to his contractual responsibilities is found in **Attachment E**.

Committee Work Goal #3: Make recommendations to the State Board of Education regarding what to do for students who do not and cannot pass the secondary WASL.

The State Board of Education and the COM Study Committee fully recognize the view held by many that the WASL may not be the most effective means for all students to demonstrate they have learned the EALRs. Already, pursuant to federal law, states have had to develop an alternative assessment to the WASL for a limited number of students with special needs.

Committee Work Goal #3 will receive focused attention this year for exploration and dialogue. Beginning with its February 19, 2002 meeting, the committee will begin sharpening its focus by:

- Working with the State Superintendent's Office and other interested parties to establish a continuum of incentives to encourage students to take the high school WASL seriously before it becomes a formal state graduation requirement.
- Working with the State Superintendent's Office and other interested parties to examine possible, equally rigorous alternatives to the WASL that would allow students to demonstrate that they know and can apply the Essential Academic Learning Requirements (EALRs).

It is the expectation of the committee chair that findings and recommendations be submitted to the State Board by the end of the year.

LEGISLATIVE REQUEST

The State Board of Education is requesting that the \$100,000 appropriation language be amended so that the money can be expended over both years of the 2001-03 biennium [**Attachment F**]. In order to support the practical, logistical steps outlined by Mr. Praeger, it is critical that the State Board have the ability to spread the \$100,000 over both years of the current biennium.

The State Board's FY 2002 supplemental budget request seeks an additional \$50,000 that would bring the fiscal support for the study to the Board's original 2001-03 request level. However, the Board is very mindful of the difficult financial situation facing the state and notes that the supplemental request was formulated and submitted prior to the events of September 11th and the unknown magnitude of the state economic downturn.

LOOKING BACK: 2001

The COM Study Committee has met eight times as of the date of this report: **2000** -- June 30, September 28, and November 28; **2001** -- January 30, March 20, May 1, October 1, and November 27. The next meeting is scheduled for February 19, 2002. Minutes of the committee's meetings are available on the website of the State Board of Education (www.sbe.wa.gov).

On February 15, 2001, the committee appreciated the opportunity to engage in a work session with the Senate Education Committee.

A number of the committee meetings have been informational in nature, establishing a baseline of understanding for committee members about various issues. Presenters have included:

- Dr. Rosemary Fitton, Office of Superintendent of Public Instruction (OSPI), who reviewed the basics of validity and reliability issues;
- Dr. Cathy Taylor, University of Washington, whose presentation focused on setting cut-scores and performance standards;
- Greg Hall, Assistant Superintendent for Assessment, OSPI, who shared the history of education reform and high stakes testing in Alberta, Canada;

- Dr. Thomas Haladyna, Professor of Educational Psychology, Arizona State University-West, whose presentation concentrated on accountability, uses of high-stakes test scores, legal defensibility and validity, and opportunity-to-learn;
- Dr. Pat Almond, Oregon Department of Education, who spoke to the committee about Oregon's approach to alternative assessments.

In addition to these presentations, the committee was fortunate to obtain gratis the research support of Catherine Hardison, a law student at Seattle University. Ms. Hardison contributed over 120 hours of time in researching and putting together a report on high stakes testing issues and the experience of selected states. A copy of her report is available on request to the State Board office in Olympia.

CLOSING COMMENTS

The State Board of Education and the COM Study Committee are committed to keeping legislators and any interested parties informed of the committee's work effort. I would note that all legislators are on an email distribution list to receive notices of meetings of the COM Study Committee.

Again, the committee's task is substantive, tough, and challenging. This particular element of the ongoing implementation of a performance-based education system is critical to the state's education reform effort. It is especially important in behalf of the students, parents, educators, public, and legislators of Washington.

ATTACHMENT A

WAC 180-51-063 Certificate of mastery -- High school graduation requirement -- Effective date. (1) Pursuant to RCW 28A.655.060 (3)(c):

(a) The certificate of mastery shall be a graduation requirement, but not the only requirement for graduation from high school; and

(b) The state board of education is responsible for determining when the secondary Washington assessment of student learning has been implemented and is sufficiently valid and reliable.

(2)(a) The state board of education establishes the 2007-08 school year as the first year in which graduating high school students shall be required to have attained the state certificate of mastery in order to graduate, in addition to other state and local graduation requirements.

(b) The state board of education fully recognizes that a higher standard of validity and reliability must be applied when the result of the assessment affects the ability of an individual student to receive a high school diploma. Therefore, the state board of education will continue to monitor the high school level Washington assessment of student learning. If the board finds that the assessment is lacking in this higher level of validity or reliability, or both, by the beginning of the 2004-05 school year, the state board may change the effective date of the certificate of mastery, for state graduation purposes, to a later school year.

(c) Beginning the 2007-08 school year, the certificate of mastery shall consist of the subject areas under the student learning goals for which a Washington assessment of student learning secondary assessment has been implemented and declared valid and reliable for graduation purposes. It is expected that the initial certificate of mastery will be comprised of reading, writing, communications, and mathematics.

(d) Beginning the 2009-10 school year, the certificate of mastery shall include science if a Washington assessment of student learning secondary assessment has been implemented and declared valid and reliable for this subject area.

(e) As determined by the state board of education, in consultation with the legislature and the academic achievement and accountability commission, successful completion of the Washington assessment of student learning secondary assessment in social studies may be required to achieve the certificate of mastery or may lead to an endorsement on the high school transcript.

(f) As determined by the state board of education, in consultation with the legislature and the academic achievement and accountability commission, successful completion of the Washington assessment of student learning secondary assessment in arts and health and fitness may lead to an endorsement on the high school transcript.

(g) Effective with students who begin the ninth grade in 2003 (the graduating class of 2007), students who take the secondary Washington assessment of student learning and earn the certificate of mastery and/or meet the standard, attainment of the state certificate of mastery and/or meeting the standard shall be noted on the student's transcript pursuant to WAC 180-57-070.

(3) Notwithstanding WAC 180-18-055 and 180-51-107, subsection (2) of this section shall not be waived.

(4) The certificate of mastery shall not be a graduation requirement for students who receive home-based instruction under RCW 28A.200.101(3) nor for students attending private schools under RCW 28A.195.010(6).

ATTACHMENT B

WAC 180-51-064 Certificate of mastery -- Validity and reliability study. (1) The state board of education recognizes that a state investment in activities to verify the validity and reliability of the secondary Washington assessment of student learning for graduation purposes is critical. Therefore, the state board will work with the legislature to establish funding support for validity and reliability substantiation activities.

(2) The state board recognizes that there remain unanswered questions about the certificate of mastery. In order to facilitate the necessary dialogue to address the questions and issues, the board will establish a certificate of mastery validity and reliability advisory committee. At a minimum, the advisory committee shall include representatives from the academic achievement and accountability commission, the office of superintendent of public instruction, the public, the business community, and education stakeholder groups.

(3) The advisory committee shall examine and make recommendations to the state board of education on validity and reliability issues and conduct a review and analysis of the requirement that students obtain a certificate as a condition for high school graduation.

(4) The advisory committee shall submit to the state board a final report and recommendations not later than the board's meeting in May 2003.

(5) By the second Monday of January 2001, and no later than the second Monday of each year thereafter, the state board of education will provide to the house of representatives and senate committees on education, a progress report on the deliberations of the certificate of mastery validity and reliability advisory committee. The state board will submit any proposed policy change based on recommendations of the advisory committee to the house of representatives and senate education committees for review and comment before the change is implemented by the state board under its rule-making authority.

ATTACHMENT C

COM Study Committee Members

Member	Organization
Gary Gainer	Committee Chair, SBE Past President
Ron Woldeit	SBE Member, 2 nd Congressional District
Lacey Androsko	SBE Student Representative, Junior, Enumclaw HS
Nick Brossoit	Superintendent, Tumwater School District
Barbara Clausen	Director, Research/Professional Growth/Evaluation, Shoreline School District
Terry Densley	School Director, Wilbur School District
Lynn Fielding	School Director, Kennewick School District
Marc Frazer	Manager, Education Policy & Contributions, Washington Mutual
Greg Hall	Assistant Superintendent, Assessment and Research, OSPI
Don Hanson	Director, Special Education, Burlington-Edison School District
Linda Hernandez	Parent
Denny Hurtado	Indian Education, OSPI; Tribal Chair, Skokomish Tribe
Gary Kipp	Assistant Superintendent, Secondary Education, Evergreen School District (Clark County)
Robert McMullen	Director, High School Programs, Association of Washington School Principals
Bill Moore	Research Manager, Student Outcomes, SBCTC
Steve Mullin	Vice President, Washington Roundtable
Wes Pruitt	Policy and Research Team, Workforce Training and Education Coordinating Board
Patty Raichle	Director, Learning and Education Policy Center, Washington Education Association
Marv Sather	Teacher, Riverside HS, Riverside SD, Washington Education Association
Gay Selby	Vice Chair, Higher Education Coordinating Board
Laura Jo Severson	President, Washington School Counselors Association
Chris Thompson	Executive Director, Academic Achievement and Accountability (A+) Commission
Dennis Wallace	President, Washington-Association for Career and Technical Education; Vocational Director, Yelm School District
Andy Wheeler	Region I Representative, Washington Alternative Learning Association

ATTACHMENT D

**ATTACHMENT D
CONTRACT FOR PERSONAL SERVICES (CLIENT SERVICES)
Contract No. C23-0228**

between

**SUPERINTENDENT OF PUBLIC INSTRUCTION,
STATE OF WASHINGTON**

(hereinafter referred to as Superintendent)
Old Capitol Building, P. O. Box 47200
Olympia, WA 98504-7200

and

Educational Service District 101 (Spokane)

(hereinafter referred to as Contractor)
1025 West Indiana Avenue
Spokane, Washington 99205-4400

Unified Business Identifier #600-028-936

**In consideration of the promises and conditions contained herein,
Superintendent and Contractor do mutually agree as follows:**

I. DUTIES OF THE CONTRACTOR

A. The general objective(s) of this contract are as follows:

Develop and recommend method of data collection to determine at points in time on an on-going basis the level of readiness of Washington State's K-12 educational system to provide students the opportunity to learn that which is necessary to meet state standards for a Certificate of Mastery and consequent high school graduation, and begin to gather data and collect sample evidence as time permits within the contract timeline.

B. In order to accomplish the general objective(s) of this contract, Contractor shall perform the following specific duties to the satisfaction of the Superintendent's designee, Larry Davis, Executive Director, State Board of Education:

1. ESD 101 shall employ someone who shall be compensated at an hourly rate mutually agreed to by ESD 101 and OSPI.

2. ESD 101 may employ additional temporary staff as determined are needed to carry out the provisions of work outlined below, as mutually agreed by ESD 101 and OSPI.
3. The person(s) employed by ESD 101 shall be required to sign the contract information sharing agreement between the State of Washington, Office of the Superintendent of Public Instruction, and ESD 101 (attached).
4. ESD 101 shall be responsible for the following, but not exclusive, activities and responsibilities:
 - a. Develop and recommend a method or process to collect data, evidence, and information that can be used to objectively determine the level of readiness of Washington State's K-12 educational system to provide students the opportunity to learn that which is necessary to meet state standards for a Certificate of Mastery and consequent high school graduation.
 - b. The method or process shall, at a minimum, include the following data, evidence, and information elements:
 - Level of staff training and competence to deliver the required instruction.
 - Degree of districts' curriculum alignment with the essential learnings.
 - Level of students' awareness of the intended requirements.
 - Level of parent/community awareness of the intended requirements.
 - A gap analysis of needed actions and resources, if any, to bring the system into readiness. The gap analysis shall include recommended timelines.

Other data, evidence, and information elements may be requested at the discretion of the Superintendent or suggested by the contractor.

- c. The method or process shall be designed such that it is clear as to how the data, evidence, and information can be collected and analyzed, by whom, and that the method or process can be used on an on-going basis to assess over time the level of readiness of Washington State's K-12 educational system to provide students the opportunity to learn that which is necessary to meet state standards for a Certificate of Mastery and consequent high school graduation.

- d. Begin collecting data, evidence, and information using the recommended method or process if the method or process is developed in a timely manner as to permit assumption of data, evidence, and information collection.
- e. Present status reports at meetings of the CoM Study Committee.
- f. Submit a status report to the State Board of Education at its January 2002 meeting.
- g. Possibly provide one or more status reports to the Legislature.
- h. Submit a final report to the State Board of Education at its June 2002 meeting, including findings and any recommendations.

II. CONDITIONS OF COMMENCEMENT OF PERFORMANCE AND SCHEDULE OF PERFORMANCE

Contractor shall not commence performance, or be entitled to compensation or reimbursement for any services rendered, prior to the occurrence of each of the following conditions: (1) This contract must be executed by a representative of the Contractor and the Superintendent; (2) This contract must be filed with, and approved by, the Office of Financial Management, if and to the extent required by state personal service contract laws; and, (3) Superintendent's designee must confirm the occurrence of conditions number one and two and notify the contractor to commence performance.

The schedule of performance of contractor's duties is as follows subject, however, to the three prior conditions to commencement of performance set forth immediately above:

Subject to its other provisions, the period of performance of this Contract shall commence on October 9, 2001, and be completed on June 30, 2002, unless terminated sooner as provided here in.

III. DUTIES OF THE SUPERINTENDENT

- A. Compensation for the work provided in accordance with this agreement has been established under the terms of RCW 39.34.130. The parties have determined that the cost of accomplishing the work herein will not exceed a total of one hundred thousand dollars and no cents (\$100,000). Payment for satisfactory performance of the work shall not exceed this amount unless the parties mutually agree to a higher amount. Compensation for service(s) shall be based on the following rates or in accordance with the following terms, or as set forth in accordance with the budget in Attachment "B" which is attached hereto and incorporated herein.
- B. Payment shall be made to the Contractor as follows:

The ESD 101 shall submit invoices on a monthly basis. Payment to the ESD 101 for approved and completed work will be made by warrant or account transfer by OSPI within 30 days of receipt of the invoice. Upon expiration of the Contract, any claim for payment not already made shall be submitted within 30 days after the expiration date or the end of the fiscal year, whichever is earlier.

IV. INCORPORATION OF GENERAL TERMS AND CONDITIONS

This contract includes and incorporates as if fully set forth herein the GENERAL TERMS AND CONDITIONS, which are attached hereto and marked "Attachment A".

We the undersigned agree to the terms of the foregoing contract.

CONTRACTOR

SUPERINTENDENT
State of Washington

Dr. Terry A. Munther, Superintendent
Educational Service District 101

By: _____
Michael Bigelow
Associate Superintendent for
Budget and School Business
Services, OSPI

Who certifies that he/she is the Contractor
identified herein, OR a person duly qualified
and authorized to bind the Contractor so
identified to the foregoing Agreement.

Signed this 8th day of
October, 2001

Signed this 3rd day of
October, 2001

Approved as to FORM ONLY this
_____ day of October, 2001

Non-profit organization? ☐ yes* X no
If yes, under what IRS section?

Assistant Attorney General
OSPI Designee

Attachment B

Detailed Budget

Item	Debit Transfer	Classified Salaries	Benefits	Supplies	Services	Travel	Total
Director – 40 days @ 8 hrs/day @ \$75/hr		\$24,000.00					\$24,000.00
Director – FICA @ 7.65%			\$1,836.00				\$ 1,836.00
Director – L & I @ 0.567/hr			\$ 18.14				\$ 18.14
Secretary – 39 days @ 8 hrs/day @ \$14.0836/hr		\$4,394.08					\$4,394.08
Secretary – Medical @ 39/260 \$5,258.04			\$788.71				\$788.71
Secretary – FICA @ 7.65%			\$336.15				\$336.15
Secretary – Retirement @ .01777			\$77.78				\$77.78
Secretary – L&I @ .0567/hr			\$17.69				\$17.69
Supplies & Copying	\$3,000.00			\$2,000.00			\$5,000.00
Subcontracts					\$15,000.00		\$15,000.00
Travel OFM Rates						\$2,000.00	\$2,000.00
Director Expenditures	\$3,000.00	\$28,394.08	\$3,074.46	\$2,000.00	\$15,000.00	\$2,000.00	\$53,468.55
Indirect Expenditures							\$4,812.17
Total Expenditures							\$58,280.72

ATTACHMENT E

Geoff Praeger “work-in-progress” information

STATUS REPORT – OPPORTUNITY TO LEARN STUDY JANUARY 2002

PURPOSE:

The overall purpose of this study is to assess the readiness of Washington’s K-12 system to implement a Certificate of Mastery requirement considering the extent to which students have had the opportunity to learn the expected content and skills. A further purpose is to identify those areas when a gap between current conditions and “sufficient” conditions exists.

PLAN

Most of the data for this study will be gathered through a survey process. The surveys will be designed in consultation with the State Board’s Certificate of Mastery Study Committee, which will review and interpret the results and make recommendations to the State Board as a whole.

Activity

Completed By

Collect and review information from other states	Ongoing
Interview educational and legislative leaders	12/1/01
Identify study components/issues, establish the scope of the study	12/1/01
Develop initial questions with COMSC	12/15/01
Determine groups to survey, draft surveys	1/01/02
Review progress with A+ Commission, State Board and Legislative committees	1/16/02
Use focus groups to refine surveys, conduct limited pilot of surveys	4/15/02
Revise surveys	5/15/02
Determine statewide sample	6/15/02
Conduct survey in sample districts	10/15/02
Analyze results and report baseline data to the COMSC	12/01/02
Conduct a gap analysis comparing current status to desired status	1/15/03
Report to COMSC, State Board, Legislature	2/1/03

Prepared by: Geoff Praeger, ESD 101, Study Director

**OPPORTUNITY TO LEARN STUDY
DEVELOPMENT STEPS**

<u>TASK</u>	<u>COMPLETION</u>
REVIEW LEGAL PRECEDENTS, REPORTS FROM OTHER STATES	SUMMER 2001
INTERVIEW A SAMPLE OF EDUCATORS & LEGISLATORS IDENTIFY PRELIMINARY COMPONENTS OF STUDY DEVELOP KEY QUESTIONS WITH COMSC	FALL 2001
DEVELOP DRAFT SURVEY INSTRUMENTS RUN FOCUS GROUPS, PILOT SURVEYS	WINTER 2002
REVISE SURVEYS DETERMINE STATE WIDE SAMPLE	SPRING 2002
CONDUCT SURVEYS TABULATE RESULTS	FALL 2002
GAP ANALYSIS FINAL REPORT TO SBE	WINTER 2003

GROUPS TO BE SAMPLED

TEACHERS

Elementary
Middle School
High School

STUDENTS

Grade 5
Grade 8
Grade 11

PARENTS

PRINCIPALS

Elementary
Middle
High School

CENTRAL OFFICE

Superintendents
Curriculum Directors
Assessment Coordinators
Special Education Directors

SCHOOL BOARD MEMBERS

OPPORTUNITY TO LEARN LEGAL ISSUES

EVIDENCE THAT EALRs WERE TAUGHT

- Can be shown in the curriculum
- Teachers have the training to deliver
- Assessed regularly

NOTIFICATION

- Tell students requirements 4 years before graduation
- Assess student needs and tell them where they stand

PROVISION OF SECOND CHANCES

- Retesting Opportunities
- Remedial Opportunities

MAJOR COMPONENTS AND POSSIBLE SAMPLE QUESTIONS

CURRICULUM ALIGNMENT

- To what extent is the adopted reading curriculum aligned with the EALRs?
- To what extent does instruction include reteaching or remediation?
- To what extent does the district have a system of tracking student progress over time?

TEACHER PREPAREDNESS

- To what extent do teachers design lessons based on specific learning targets in the EALRs?
- To what extent do teachers evaluate student work in terms of state standards and report it to students and parents as such?

STUDENT READINESS

- Are you aware that passing the WASL in all four areas (reading, writing, listening, math) will be required for high school graduation?
- Have you been told about your progress toward meeting the standards measured by the WASL?
- To what extent did the classes you took prepare you for the WASL math test?
- To what extent have students had a reasonable opportunity to learn the knowledge and skills described in the writing EALRs?

PARENT READINESS

- Have you been told your child's progress toward meeting the state standards measured on the WASL?
- What does your child's school or district offer in the way of extra help?

SPECIAL POPULATIONS

- To what extent have provisions for appropriate assessments been made for all students needing them been included in IEP and 504 plans?
- Do your special populations staff members have sufficient training to maximize performance from your special populations students?

ACCOUNTABILITY/RESOURCES

- What percentage of your schools has a school improvement plan in place?
- To what extent are district resources available to purchase or develop curriculum materials necessary for alignment to the EALRs?
- To what extent are district resources adequate to provide remedial programs for students not meeting standards?

ATTACHMENT F

FY 2002 SBE Supplemental Budget Request

I. Short Description

The attached State Board of Education decision package reflects the requested supplemental appropriation to enable the Board to continue to support the work of its Certificate of Mastery Study Committee.

State Board of Education Office Operations

This section of the budget is sub-allocated to standing committees of the State Board of Education, including the Certificate of Mastery Study Committee.

II. Fiscal Detail (see attached budget sheet for the contract with Educational Service District 101 [Attachment A])

1. Operating Expenditures		FY 2002	FY 2003	Total
Re-appropriate balance	001	-41,719	41,719	\$ 0
Support Collection of Data	001		50,000	50,000
				0
Total Cost		\$-41,719	\$91,719	\$50,000

2. Object Detail		FY 2002	FY 2003	Total
Salary and Wages				\$ 0
Employee Benefits				0
Contracts			50,000	50,000
Supplies and Materials		-31,000	31,000	0
Travel		-10,719	10,719	0
Capital Outlay				0
Grants				0
Interagency Reimbursement				0
Total Objects		\$-41,719	\$91,719	\$50,000

III. Narrative Justification and Impact Statement

History and Problem Statement

RCW 28A.655.060(3)(c) states the following, *“After a determination is made by the state board of education that the high school assessment system has been implemented and that it is sufficiently reliable and valid, successful completion of the high school assessment shall lead to a certificate of mastery. The certificate of mastery shall be obtained by most students at about the age of sixteen, and is evidence that the student has successfully mastered the essential academic learning requirements during his or her educational career. The certificate of mastery shall be required for graduation but shall not be the only requirement for graduation.”*

In January 2000, the State Board adopted a rule setting the 2007-08 school year (the graduating Class of 2008) as the target date for the COM becoming a formal state graduation requirement (WAC 180-51-063, Attachment B). In a companion rule adopted at the same meeting (WAC 180-51-064, Attachment C), the State Board created the COM Study Committee.

The charge to the committee is threefold: 1) Determine the validity and reliability of the HIGH SCHOOL WASL for graduation purposes; 2) Determine the readiness of the K-12 system to provide an opportunity to learn for each student preceding their taking the HIGH SCHOOL WASL to earn the COM; and 3) Determine what to do for students who do not and cannot pass the HIGH SCHOOL WASL and earn the COM.

The committee is to report its findings to the State Board of Education not later than mid-2003, and mid-2002 if possible. The Board has given itself until not later than mid-2004 to make its findings and declarations.

The 2001 Legislature appropriated \$100,000 to the State Board of Education for Fiscal Year 2002 (July 1, 2001 to June 30, 2002) for “...*solely for certificate of mastery development and validation.*”

Description of Request

The State Board of Education is making two requests. First, that any portion of the \$100,000 appropriation that is unexpended as of June 30, 2002, be reappropriated for Fiscal Year 2003 to continue support of the committee study process. As noted on Attachment A, the contract with ESD 101 is for \$58,280.72 for Fiscal Year 2002. It is projected that the development of the process or method to collect validity and reliability data and evidence will take up the time available in FY 2002. The contract [Attachment D] is fiscally prudent for fiscal year 2002 and reflects the Board’s commitment to be responsible stewards of limited state funds. It is clear to the Board that completion of data collection/evidence will not be done by June 30, 2002. Accordingly, the State Board of Education requests that the unexpended amount of \$41,719.28 be reappropriated for Fiscal Year 2003.

Second, the Board’s 2001-03 biennial budget request was for \$150,000 to support the work effort of the COM Study Committee. The State Board is requesting that the supplemental budget include an additional \$50,000 for Fiscal Year 2003 to further support the necessary collection of evidence, information, and data to position the Board to make a decision not later than mid-2004.

Impact/Outcome

The requested reappropriation and increase will allow more complete study of the issues necessary for the State Board of Education to reach a decision as to the sufficient validity and reliability of the high school WASL for graduation purposes. The re-appropriation of FY 2002’s unexpended amount (\$41,719) and the additional \$50,000 will be used to support collection of validity and reliability data and evidence the State Board will need

to make a determination as to the sufficient validity and reliability of the high school WASL for COM graduation purposes.

Effect of Not Funding

If the requested reappropriation and increase are not provided, the State Board of Education will be severely restricted in its ability to carry out its statutory charge.

Discussion of Alternatives

There are no funding alternatives. The State Board of Education is striving to carry out a statutory directive. It is incumbent upon the Legislature to provide the needed funding to enable the Board to satisfy the directive.

Expenditure Calculation and Assumptions

Attachment A explains how \$58,281 of the \$100,000 currently being budgeted is being spent. The original plans for this project allowed completion within the first fiscal year. The current plans will require more than one year to validate the COM. In addition there will be a need for an additional \$50,000 to complete the validation in FY 2003.

	FY 2002	FY 2003	Biennium 2001-2003
Original Budget	\$100,000	\$0	\$100,000
Revised Budget	\$58,281	\$91,719	\$150,000
Net Change	\$(41,719)	\$91,719	\$50,000

Budget Impact in Future Biennia

As other WASLs are developed for other subject areas identified in the statutory Student Learning Goals, similar validity and reliability studies will have to be conducted, as long as the COM remains a state graduation requirement.

Impact on Other State Programs

There will be no direct impact on other state programs. If the State Board of Education finds that the high school WASL is sufficiently valid and reliable for graduation purposes, the high stakes nature of the assessment (i.e., it is the means, currently, of earning the required COM toward graduation) will increase pressure for funding for remediation and staff training.

Relationship to Capital Budget

None

Required Changes to RCW, WAC or Contract

None

III. Performance Measure Detail – See Attachment D

Outcome Measures	FY 2002	FY 2003
1. Development of actual method or process to collect data/evidence relating to validity & reliability of High School WASL for COM Graduation purpose.	<u>XX</u>	
2. Collection of Data & evidence per contract provisions.		<u>XX</u>

ATTACHMENT A

ESD 101 Contract Budget for FY 2002

Item	Debit Transfer	Classified Salaries	Benefits	Supplies	Services	Travel	Total
Director – 40 days @ 8 hrs/day @ \$75/hr		\$24,000.00					\$24,000.00
Director – FICA @ 7.65%			\$1,836.00				\$ 1,836.00
Director – L & I @ 0.567/hr			\$ 18.14				\$ 18.14
Secretary – 39 days @ 8 hrs/day @ \$14.0836/hr		\$4,394.08					\$4,394.08
Secretary – Medical @ 39/260 \$5,258.04			\$788.71				\$788.71
Secretary – FICA @ 7.65%			\$336.15				\$336.15
Secretary – Retirement @ .01777			\$77.78				\$77.78
Secretary – L & I @ .0567/hr			\$17.69				\$17.69
Supplies & Copying	\$3,000.00			\$2,000.00			\$5,000.00
Subcontracts					\$15,000.00		\$15,000.00
Travel OFM Rates						\$2,000.00	\$2,000.00
Director Expenditures	\$3,000.00	\$28,394.08	\$3,074.46	\$2,000.00	\$15,000.00	\$2,000.00	\$53,468.55
Indirect Expenditures							\$4,812.17
Total Expenditures							\$58,280.72